



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10061133  
SAU: Arundel School Department  
School: Mildred L Day School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9

# SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

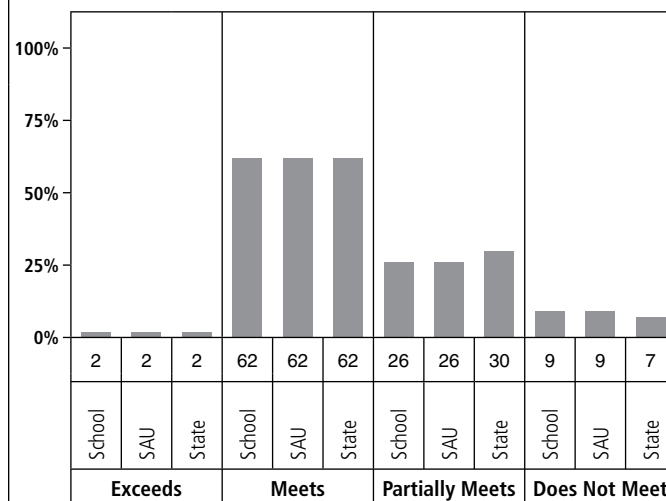
SAU: Arundel School Department

School: Mildred L Day School

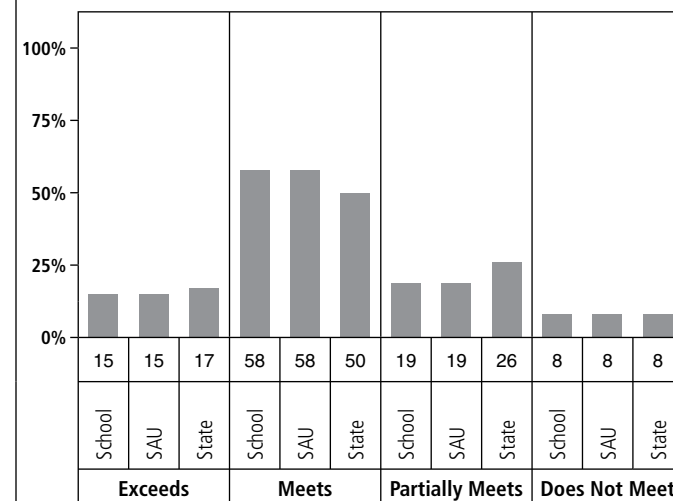
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	344	344	345
2006–2007	346	346	345
<b>2007–2008</b>	<b>344</b>	<b>344</b>	<b>344</b>
Cum. Avg. *	345	345	345
<b>Mathematics</b>			
2005–2006	346	346	344
2006–2007	345	345	347
<b>2007–2008</b>	<b>349</b>	<b>349</b>	<b>347</b>
Cum. Avg. *	347	347	346

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	53	100	53	100	13803	100	53	100	53	100	13714	99	53	100	53	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	53	100	53	100	12916	94	53	100	53	100	12846	100	53	100	53	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	15	8	15	2358	17	8	100	8	100	2333	99	8	100	8	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	6	11	6	11	5584	40	6	100	6	100	5535	99	6	100	6	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	48	91	48	91	10650	77	49	92	49	92	10678	77						
Identified disability (PET/IEP)	3	6	3	6	475	4	4	8	4	8	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	0	0	83	1	0	0	0	0	85	1						
<b>Participation with accommodations</b>	5	9	5	9	2936	21	4	8	4	8	2911	21						
Identified disability (PET/IEP)	5	100	5	100	1735	59	4	100	4	100	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	0	0	0	0	986	34	0	0	0	0	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	123	1	0	0	0	0	121	1						
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Arundel School Department
School:	Mildred L Day School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	1	3	1	3	332	2
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>227</b>	<b>2</b>
	Cum. Total*	2	1	2	1	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	27	61	27	61	8641	62
	2006-2007	24	65	24	65	8691	63
	<b>2007-2008</b>	<b>33</b>	<b>62</b>	<b>33</b>	<b>62</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	84	63	84	63	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	15	34	15	34	3671	27
	2006-2007	12	32	12	32	3781	27
	<b>2007-2008</b>	<b>14</b>	<b>26</b>	<b>14</b>	<b>26</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	41	31	41	31	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	5	2	5	1163	8
	2006-2007	0	0	0	0	1021	7
	<b>2007-2008</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>938</b>	<b>7</b>
	Cum. Total*	7	5	7	5	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	27.0	58.7	27.0	58.7	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	13.9	60.4	13.9	60.4	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	13.1	57.0	13.1	57.0	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	4	50	1	13	339	8	0	38	50	13	339	2210	0	32	48	20	338
No	45	1	2	30	67	10	22	4	9	344	45	2	67	22	9	344	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										0						348	1	36	45	19	339
No	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	6	0	0	4	67	0	0	2	33	340	6	0	67	0	33	340	5450	1	49	39	11	341
No	47	1	2	29	62	14	30	3	6	344	47	2	62	30	6	344	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	13581	2	62	30	7	344
<b>Gender</b>																						
Female	29	1	3	21	72	7	24	0	0	346	29	3	72	24	0	346	6567	3	65	27	5	345
Male	24	0	0	12	50	7	29	5	21	340	24	0	50	29	21	340	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	0	37	49	14	339
No	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	53	1	2	33	62	14	26	5	9	344	53	2	62	26	9	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: Arundel School Department

School: Mildred L Day School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	0	0	1	100	314	2	0	0	0	100	314	6	0	43	39	18	340
B. less than one hour	90	1	2	29	64	11	24	4	9	344	90	2	64	24	9	344	79	2	65	28	5	345
C. one to two hours	8	0	0	3	75	1	25	0	0	346	8	0	75	25	0	346	12	2	60	31	7	344
D. more than two hours	0										0						3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	1	7	8	57	4	29	1	7	344	28	7	57	29	7	344	29	3	62	28	7	345
B. They match some of what I have learned.	60	0	0	23	77	5	17	2	7	345	60	0	77	17	7	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	8	0	0	1	25	2	50	1	25	334	8	0	25	50	25	334	15	1	56	34	9	343
D. There is no match.	4	0	0	0	0	1	50	1	50	334	4	0	0	50	50	334	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	44	1	5	15	68	5	23	1	5	345	44	5	68	23	5	345	42	3	67	24	6	346
B. good	50	0	0	15	60	7	28	3	12	343	50	0	60	28	12	343	46	1	62	32	5	344
C. fair	6	0	0	2	67	0	0	1	33	336	6	0	67	0	33	336	10	0	48	42	10	341
D. poor	0										0						2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	3	43	0	0	4	57	333	15	0	43	0	57	333	22	1	48	38	12	341
B. about the same as my regular schoolwork	58	0	0	17	61	10	36	1	4	344	58	0	61	36	4	344	57	2	68	26	4	346
C. easier than my regular schoolwork	27	1	8	11	85	1	8	0	0	350	27	8	85	8	0	350	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	3	38	1	13	4	50	335	17	0	38	13	50	335	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	56	0	0	18	67	8	30	1	4	344	56	0	67	30	4	344	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	27	1	8	10	77	2	15	0	0	348	27	8	77	15	0	348	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	0	0	4	50	4	50	0	0	342	16	0	50	50	0	342	19	3	65	27	6	346
B. 20 minutes to an hour	58	1	3	19	66	8	28	1	3	346	58	3	66	28	3	346	47	2	68	25	5	346
C. less than 20 minutes	22	0	0	8	73	0	0	3	27	340	22	0	73	0	27	340	19	1	56	35	8	343
D. I rarely read at home.	4	0	0	1	50	0	0	1	50	336	4	0	50	0	50	336	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	24	0	0	6	50	2	17	4	33	338	24	0	50	17	33	338	28	1	56	33	9	343
B. six to ten pages	22	0	0	6	55	5	45	0	0	344	22	0	55	45	0	344	23	1	63	29	7	344
C. eleven or more pages	53	1	4	20	77	4	15	1	4	346	53	4	77	15	4	346	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	43	0	0	1	33	1	33	1	33	339	43	0	33	33	33	339						
B.	29	0	0	1	50	0	0	1	50	339	29	0	50	0	50	339						
C.	14	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
D.	14	0	0	0	0	1	100	0	0	334	14	0	0	100	0	334						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date:	March 2008
Grade:	3
SAU:	Arundel School Department
School:	Mildred L Day School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	5	11	5	11	1295	9
	2006-2007	4	11	4	11	1985	14
	<b>2007-2008</b>	<b>8</b>	<b>15</b>	<b>8</b>	<b>15</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	17	13	17	13	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	26	59	26	59	6852	49
	2006-2007	18	49	18	49	6990	51
	<b>2007-2008</b>	<b>31</b>	<b>58</b>	<b>31</b>	<b>58</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	75	56	75	56	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	10	23	10	23	4081	29
	2006-2007	12	32	12	32	3673	27
	<b>2007-2008</b>	<b>10</b>	<b>19</b>	<b>10</b>	<b>19</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	32	24	32	24	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	7	3	7	1638	12
	2006-2007	3	8	3	8	1193	9
	<b>2007-2008</b>	<b>4</b>	<b>8</b>	<b>4</b>	<b>8</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	10	7	10	7	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>15</b>	<b>31</b>	9.9	66.0	9.9	66.0	9.2	61.3
<b>Cluster 2: Shape and Size</b>	<b>14</b>	<b>29</b>	10.3	73.6	10.3	73.6	10.0	71.4
<b>Cluster 3: Mathematical Decision Making</b>	<b>5</b>	<b>10</b>	3.4	68.0	3.4	68.0	3.2	64.0
<b>Cluster 4: Patterns</b>	<b>14</b>	<b>29</b>	9.0	64.3	9.0	64.3	9.0	64.3

**Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)

**Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement

**Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability

**Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	4	50	1	13	340	8	0	38	50	13	340	2208	6	35	37	21	338
No	45	8	18	28	62	6	13	3	7	351	45	18	62	13	7	351	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										0						357	8	29	37	26	336
No	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	6	0	0	3	50	1	17	2	33	340	6	0	50	17	33	340	5452	9	45	33	12	343
No	47	8	17	28	60	9	19	2	4	350	47	17	60	19	4	350	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	13584	17	50	26	8	347
<b>Gender</b>																						
Female	29	4	14	21	72	3	10	1	3	352	29	14	72	10	3	352	6565	15	49	27	8	347
Male	24	4	17	10	42	7	29	3	13	346	24	17	42	29	13	346	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2004	5	39	41	15	339
No	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	53	8	15	31	58	10	19	4	8	349	53	15	58	19	8	349	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Arundel School Department  
 School: Mildred L Day School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	6	9	40	33	18	340
B. less than one hour	90	7	16	27	60	8	18	3	7	349	90	16	60	18	7	349	79	18	52	24	6	348
C. one to two hours	8	1	25	3	75	0	0	0	0	358	8	25	75	0	0	358	12	16	48	27	8	347
D. more than two hours	0										0						3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	33	5	31	9	56	2	13	0	0	352	33	31	56	13	0	352	37	22	50	22	6	350
B. They match some of what I have learned.	49	3	13	16	67	5	21	0	0	352	49	13	67	21	0	352	46	16	53	25	6	348
C. They match just a little of what I have learned.	8	0	0	2	50	2	50	0	0	342	8	0	50	50	0	342	12	9	44	36	11	342
D. There is no match.	10	0	0	2	40	0	0	3	60	334	10	0	40	0	60	334	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	50	4	17	13	57	4	17	2	9	349	50	17	57	17	9	349	39	25	48	20	7	350
B. good	37	4	24	10	59	2	12	1	6	350	37	24	59	12	6	350	46	14	52	27	7	347
C. fair	13	0	0	3	50	3	50	0	0	348	13	0	50	50	0	348	12	8	49	35	9	343
D. poor	0										0						3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	8	0	0	1	25	1	25	2	50	332	8	0	25	25	50	332	17	7	41	35	17	340
B. about the same as my regular schoolwork	42	2	10	14	67	4	19	1	5	349	42	10	67	19	5	349	59	18	53	24	5	349
C. easier than my regular schoolwork	50	6	24	15	60	4	16	0	0	353	50	24	60	16	0	353	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	30	1	7	9	60	4	27	1	7	346	30	7	60	27	7	346	32	13	47	30	10	345
B. two or three days a week	36	3	17	11	61	3	17	1	6	349	36	17	61	17	6	349	30	20	52	23	5	349
C. two or three times each month	18	3	33	5	56	0	0	1	11	357	18	33	56	0	11	357	19	20	53	21	6	350
D. never or almost never	16	1	13	5	63	2	25	0	0	350	16	13	63	25	0	350	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	22	0	0	7	64	2	18	2	18	341	22	0	64	18	18	341	7	5	34	40	20	338
B. two or three days a week	39	4	21	12	63	3	16	0	0	351	39	21	63	16	0	351	18	15	50	27	8	346
C. two or three times each month	31	3	20	9	60	3	20	0	0	355	31	20	60	20	0	355	28	21	53	21	4	350
D. never or almost never	8	1	25	1	25	1	25	1	25	346	8	25	25	25	25	346	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	18	0	0	5	56	3	33	1	11	344	18	0	56	33	11	344	16	8	42	36	13	342
B. 30–45 minutes	33	1	6	11	69	3	19	1	6	348	33	6	69	19	6	348	30	14	53	26	7	347
C. 45–60 minutes	35	7	41	8	47	2	12	0	0	355	35	41	47	12	0	355	32	22	51	22	5	350
D. more than 60 minutes	14	0	0	5	71	1	14	1	14	346	14	0	71	14	14	346	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	43	0	0	3	100	0	0	0	0	355	43	0	100	0	0	355						
B.	29	0	0	1	50	0	0	1	50	333	29	0	50	0	50	333						
C.	14	0	0	0	0	1	100	0	0	340	14	0	0	100	0	340						
D.	14	0	0	1	100	0	0	0	0	354	14	0	100	0	0	354						